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FIVE MISSIONARY LIVES *& A Study in Comparative Biography for Boys and Girls of High School Age*

DAVID LIVINGSTONE
MARY SLESSOR
DR. THEODORE PENNELL
JACOB RIIS
BOOKER T. WASHINGTON

By T. H. P. SAILER (*Author*)

*Single copy 15 cents; per dozen \$1
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MISSIONARY EDUCATION MOVEMENT
OF THE UNITED STATES AND CANADA

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TO THE LEADER

The plan presented in this pamphlet was tried out originally in the Sunday school of the First Presbyterian Church of Englewood, New Jersey, with pupils of grades nine, ten and eleven. It happened that in the department comprising these grades about six weeks were available for a program of study before the close of the term. The course presented could probably be used profitably for a longer period, however, especially by leaders who have less than an hour each week at their disposal for class work.

Before putting the plan into operation, it was necessary to make sure that a sufficient number of reference books were available on the lives chosen to be studied during the allotted time. The lives were: David Livingstone, Mary Slessor, Dr. Theodore Pennell, Jacob Riis, and Booker T. Washington.

These five lives were chosen because, among other reasons, literature on them is generally accessible in public and private libraries, as well as by direct purchase from publishers. In the case of Mary Slessor, *The White Queen of Okoyong* was found too juvenile in treatment for eleventh-grade girls, but several copies of Livingstone's *Mary Slessor of Calabar* were obtained without great difficulty. Each class was given one of the characters to study for the duration of the course, and enough books were procured to provide practically every pupil with one.

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Inability to procure so many books would not render the plan impracticable, but it is desirable to have at least three or four books for each class.

At the first session the statement that follows, entitled "To the Pupil," together with an assignment for the next week, was handed out, and a fresh assignment was made on each succeeding Sunday. The specific passages were apportioned among the pupils at the time of making the assignment, when also the reference books were given out. The assignment process was perforce a matter of typewriting or multigraphing the required number of copies. It would have been simpler if leaflets had been available, and leaflets have accordingly been printed, for the assistance of other leaders, at a nominal cost and great saving of time and labor. (See page 8).

The department which used this material numbered about thirty-five pupils, who met in a room of their own. The pupils were divided into five classes, and the procedure was as follows: After a brief worship service, the five classes retired to different class rooms and spent twenty minutes in shaping the reports they were to make when the department reassembled. Each pupil was called upon to present the material he had gathered on his assignment of the preceding week. His items were criticized by the others, and their order for report to the other classes was decided upon. Teachers were not permitted to make reports, but only to serve as coaches. The classes then reassembled and had about forty minutes to exchange reports. Each class was responsible for making the life of

the character it studied interesting. A map of the world was displayed, on which pupils were asked to localize the events they told about. Each class was given approximately eight minutes, but the distribution of time was flexible. The principal of the department asked questions from time to time, to bring out points of importance that had been omitted. Though some of the reports were disappointing, the plan as a whole aroused very encouraging response.

It is essential that pupils enter upon this cooperative plan with intelligence and enthusiasm, and that each should understand clearly just what is expected of him or her. References should be underscored on each assignment sheet as it is handed out. Since the references vary in difficulty, the teacher should go over them all in advance. Not every pupil need report each week, but those who do not should be encouraged to read their books and bring in any interesting and pertinent statement, whether it has been included in the passage assigned or not. A list of reference books, with publishers and prices, is included in this pamphlet.

Leaders who use these outlines will need to modify their methods according to conditions. The writer will be glad to receive accounts of the experiences of others, together with any criticisms or suggestions.

T. H. P. SAILER

Englewood, New Jersey

LIST OF REFERENCE BOOKS

ON DAVID LIVINGSTONE

David Livingstone. C. J. Finger. Doubleday, Doran & Co., Garden City, N. Y. 1927. \$2.

David Livingstone. C. S. Horne. Macmillan Co., New York. 1916. \$1.50.

Livingstone the Hero of Africa. R. Dawson. Seeley, Service & Co., London. 1923.

Livingstone the Master Missionary. H. F. L. Wilson. Doubleday, Doran & Co., Garden City, N. Y. 1924. \$1.50.

Livingstone the Pathfinder. Basil Mathews. Missionary Education Movement, New York. 1912. Cloth \$1.00; paper 75 cents.

Personal Life of David Livingstone. W. G. Blaikie. Fleming H. Revell Co., New York. 1917. \$1.50.

ON MARY SLESSOR

Mary Slessor of Calabar. W. P. Livingstone. Doubleday, Doran & Co., Garden City, N. Y. 1916. \$2.

ON DR. THEODORE PENNELL

Among the Wild Tribes of the Afghan Frontier. T. L. Pennell. J. B. Lippincott Co., Philadelphia. 1909. Out of print.

Doctor Pennell. E. H. Hayes. Livingstone Press, London. 1924. 1s.

Hero of the Afghan Frontier, A. A. M. Pennell. Fleming H. Revell Co., New York. 1915. Out of print.

Pennell of the Indian Frontier. N. J. Davidson. Doubleday, Doran & Co., Garden City, N. Y. 1924. 65 cents.

Consult also the chapter on Pennell in *Ministers of Mercy*, by James H. Franklin (Missionary Education Movement, New York, 1919. Cloth \$1; paper 75 cents).

ON JACOB RIIS

Battle With the Slum, The. Jacob Riis. Macmillan Co., New York. 1902. Out of print.

How the Other Half Lives. Jacob Riis. Charles Scribner's Sons, New York. 1890. \$1.75.

Making of an American, The. Jacob Riis. Macmillan Co., New York. 1924. School edition 80 cents; original edition \$2.50.

Consult also the chapter on Riis in *Stories of Brotherhood*, by Harold B. Hunting (Missionary Education Movement, New York. 1918. 75 cents).

ON BOOKER T. WASHINGTON

My Larger Education. Booker T. Washington. Doubleday, Doran & Co., Garden City, N. Y. 1911. Out of print.

Up From Slavery. Booker T. Washington. A. L. Burt & Co., New York. 1901. 75 cents.

Consult also the chapter on Washington in *In the Vanguard of a Race*, by L. H. Hammond (cloth \$1; paper 75 cents). Also *The Upward Climb*, by Sara Estelle Haskin (75 cents). Both are published by the Council of Women for Home Missions and the Missionary Education Movement, New York.

Pages 9 to 22 that follow are designed for the pupil's own use. Each page or sheet represents one assignment, and has been scored so that it can be detached and handed out. It is suggested that the leader purchase as many pamphlets as there are pupils. In order to make this possible, these pamphlets are offered at the greatly reduced cost of one dollar per dozen (not less than one dozen sold at this rate). Order through the literature headquarters of your denomination.

TO THE PUPIL

The greatest things that have happened in the world have come about through the influence of great lives. Many of us have had little or no opportunity to come into contact with great persons at first hand, but we can do so at second hand through the study of their lives. It is suggested that we spend now a few weeks in the study of some great lives.

Each group will be asked to study the life of some person who has made a great contribution to the world. Each member will receive an assignment at each meeting which will indicate what is to be done for the next.

When the assignments are given out, note the reference for which you are responsible next Sunday. Read it carefully and see how it helps to answer any of the questions of the assignment. It may relate to only one or to more than one. If no reference is assigned for the book you happen to have, read on to find something that will help you to understand the character better.

Write down your answers, but do not make any marks in the books. Each week your class will meet separately for part of the department period to go over the material that has been collected and decide how it may be presented best. After this we shall all come together for reports about the lives we have studied. Each class will have from — to — minutes* for its report, and it is hoped that

*Your teacher will fill in these blank spaces.

each member will contribute something. Those who feel unable to speak offhand may read from written statements or reference books. This comparison of different lives each week ought to be very interesting. Try to get thoroughly interested yourself, and to make what you say interesting to others.

In the class period there will be discussion of the contributions of the different members, and decision as to the order in which the reports should be presented to the whole department. If any class has good material to cover more than about a five minute report, more time may be requested before the reports begin. The reference books will differ in the amount of material they furnish on the various assignments, so that reports need not be exactly the same length. Not every member of the class need take part.

The lives about which we study are different from each other, and their circumstances are different from ours. The characters were not perfect, and some of the things they thought and did may strike us as odd. It is very desirable that we should not permit unimportant things to prevent us from seeing and appreciating the important ones.

FIRST ASSIGNMENT

We shall compare the home and early life of these five persons: David Livingstone, Mary Slessor, Dr. Theodore Pennell, Jacob Riis, and Booker T. Washington.

A few of the books given out contain nothing on this period. If a reference is assigned to you, read it carefully, together with the whole chapter in which it is found. If no special reference is assigned, start to get acquainted with your book. Bring in anything that interests you, whether it is in the reference or not. It can be decided in the class session whether you will report it to the department.

The questions that should be answered in the first report to the department are as follows:

1. When and where was the person born? Be able to locate the country on the map.
2. What kind of home did he or she have? Present any facts that seem interesting.
3. Tell any incidents connected with the life that throw light on character.
4. What were the principal advantages and disadvantages of early life as compared with ours?
5. What do you consider most worth remembering?

References (to be divided among members of each class. Understand which reference you are individually responsible for before you leave).

ON DAVID LIVINGSTONE. *Personal Life of David Livingstone*, ch. I; *Livingstone the Pathfinder*, ch. I; *Livingstone the Hero of Africa*, ch. I; *David Livingstone* (Finger), pp. 1-8; *David Livingstone* (Horne), pp. 1-14; *Livingstone the Master Missionary*, pp. 1-10.

ON MARY SLESSOR. *Mary Slessor of Calabar*, pp. 1-12.

ON DR. PENNELL. *Doctor Pennell*, pp. 7-9; *Pennell of the Indian Frontier*, pp. 3-5.

ON JACOB RIIS. *The Making of an American*, ch. I.

ON BOOKER T. WASHINGTON. *Up From Slavery*, chs. I, II and III; *My Larger Education*, pp. 1-8.

SECOND ASSIGNMENT

Many millions of people have had homes like those of the five persons whose lives we are studying. Most of these people are altogether forgotten. Many of them lived good and useful lives but did nothing to lead anyone to write about them. Probably a considerable number had just as much ability as the five on our list. Why were our five selected to be written about? On account of what they accomplished, but more especially on account of the kind of work they did. They gave their lives to meet a great need for the good of mankind. If they had spent the same amount of ability and energy in working for their own pleasure or profit, we should not feel about them as we do.

Evidently very much depended on their choice of a life work. With some of them the choice was made rather quickly and definitely. With others it was more gradual. With all of them one thing led to another that they had not anticipated. It is very important to consider (1) what determined them to choose their work as they did; (2) what special preparation they made for their work.

1. What different influences led the person you are studying about to decide on his or her life work?
2. Why do these reasons lead so few other persons to choose life work of this kind?
3. What sort of preparation did our five characters make for their life work?

References (to be divided among members of each class. Understand which reference you are individually responsible for before you leave).

ON DAVID LIVINGSTONE. *Personal Life of David Livingstone*, ch. II; *Livingstone the Pathfinder*, ch. II; *Livingstone the Hero of Africa*, ch. II; *David Livingstone* (Finger), pp. 8-16; *David Livingstone* (Horne), pp. 15-20.

ON MARY SLESSOR. *Mary Slessor of Calabar*, pp. 12-20.

ON DR. PENNELL. *Doctor Pennell*, pp. 10-17; *A Hero of the Afghan Frontier*, pp. 20-28; *Pennell of the Indian Frontier*, pp. 7-15.

ON JACOB RIIS. *The Making of an American*, ch. II (this helps to explain a choice which came later).

ON BOOKER T. WASHINGTON. *Up From Slavery*, ch. IV.

THIRD ASSIGNMENT

After considering what influenced our five individuals in choosing their life work, we must understand the situation each was up against. There were many things in these situations which did not appear at first. These persons decided to be of use in the world, rather than merely to make a living or find a congenial job, and they therefore offered themselves to meet great needs. As time went on they continued to see new needs and the causes of them that had to be dealt with. It was the way in which they responded to these conditions that made them the persons they were.

We shall take two Sundays for learning about the difficulties of these situations. There will be more to tell about some of them than others. Make as good a report as you can of the life you are studying and note carefully, as you listen to the other reports, the difference in conditions the other characters were up against.

Certain facts in some of these situations were horrible and hard to believe. Many people would prefer not to know about such facts, but the only way to get conditions changed is for someone to find out the facts and deal with them. What made these lives great was that they faced facts that other people were willing to ignore. The world is better today because they were not as indifferent and easy-going as most people are.

1. What was the great need that the person you are studying faced?
2. Tell about some of the things that made the need an urgent one.
3. What was necessary in order to find out about the need and deal with it effectively?

References (to be divided among members of each class. Understand which reference you are individually responsible for before you leave).

ON DAVID LIVINGSTONE. *Livingstone the Pathfinder*, chs. III and VI-VIII; *David Livingstone* (Finger), chs. II and VI; *David Livingstone* (Horne), chs. II, IV and V; *Livingstone the Hero of Africa*, chs. VII, IX and X; *Livingstone the Master Missionary*, chs. II, III, and V-VII.

ON MARY SLESSOR. *Mary Slessor of Calabar*, pp. 22-24, 36, 58-62, 62-64, 65-68.

ON DR. PENNELL. *Among the Wild Tribes of the Afghan Frontier*, pp. 17-18, 19-20, 20-24, 36, 39-40, 43; *Doctor Pennell*, pp. 50-52; *A Hero of the Afghan Frontier*, pp. 32-34, 67-69; *Pennell of the Indian Frontier*, pp. 18-20, 41.

ON JACOB RIIS. *How the Other Half Lives*, ch. I, pp. 68-70, 71-76; *The Battle With the Slum*, pp. 76-83, 144-147, 181-184.

ON BOOKER T. WASHINGTON. *Up From Slavery*, chs. V and VI.

FOURTH ASSIGNMENT

We have seen that the situation in which our five characters worked can hardly be understood from a single series of brief reports, so we shall spend a second Sunday on them. In making further reports, try to keep in mind what has already been said about your field.

1. Tell about any needs that have not been mentioned, or give new illustrations of needs that have been told about.
2. Compare notes in the class sessions, and try to decide which were the three most important needs your character had to deal with.
3. When the classes come together, listen carefully to the other reports and be prepared to vote on the point of which field was, on the whole, the most difficult.

References (to be divided among members of each class. Understand which reference you are individually responsible for before you leave).

ON DAVID LIVINGSTONE. *Livingstone the Pathfinder*, chs. X and XI; *Livingstone the Hero of Africa*, chs. XIV-XVI; *David Livingstone (Finger)*, chs. VIII and IX; *Livingstone the Master Missionary*, chs. IX-XI; *David Livingstone (Horne)*, ch. VI.

ON MARY SLESSOR. *Mary Slessor of Calabar*, pp. 69-71, 71-74, 79-81, 87-91, 226-227.

ON DR. PENNELL. *Among the Wild Tribes of the Afghan Frontier*, pp. 82-83, 124-125, 140-141, 192-194; *A Hero of the Afghan Frontier*, pp. 147-149, 152-153, 175-188; *Pennell of the Indian Frontier*, pp. 129-132, 284-285, 288.

ON JACOB RIIS. *How the Other Half Lives*, pp. 166-174,
chs. XVIII and XX; *The Battle With the Slum*, pp. 186-191,
191-197, 217-221.

ON BOOKER T. WASHINGTON. *Up From Slavery*, chs. VII
and VIII; *My Larger Education*, ch. II.

FIFTH ASSIGNMENT

People before Livingstone knew that central Africa was unexplored and that the slave trade was working great harm. People before Mary Slessor knew that the natives of Calabar were living lives of superstition and cruelty. People before Dr. Pennell knew that the Afghans were fanatical and murderous. People before Jacob Riis knew that conditions in the New York slums were very bad. People before Booker T. Washington knew that the colored people in the South needed education and uplift. Each of these persons learned more about the special situation than most people because each put himself in a position to study. Others were just as responsible for learning the facts and meeting the needs, but no one else met these responsibilities in the same way. Our five persons did only what other persons might have done but did not do. This is what counts in life.

1. What particular things did your character do that an ordinary person might not have done?
2. Which of these things seem to you the most striking?
3. Listen to the other reports and be prepared to vote for the most remarkable fact reported.

References (to be divided among members of each class. Understand which reference you are individually responsible for before you leave).

ON DAVID LIVINGSTONE. *Livingstone the Pathfinder*, chs. XII and XIII; *Livingstone the Hero of Africa*, ch. XVIII; *David Livingstone* (Finger), ch. X; *David Livingstone* (Horne), chs. VII and VIII; *Livingstone the Master Missionary*, chs. XII-XIV.

ON MARY SLESSOR. *Mary Slessor of Calabar*, pp. 101-104, 109-113, 126-128, 235-240, 314-317.

ON DR. PENNELL. *Among the Wild Tribes of the Afghan Frontier*, pp. 71-75, 292-295; *Doctor Pennell*, pp. 22-24, 29-32, 34-35; *A Hero of the Afghan Frontier*, pp. 50-51, 107-112; *Pennell of the Indian Frontier*, pp. 89-90, 112, 267.

ON JACOB RIIS. *The Making of an American*, school edition, pp. 82-88, 132-136, 154-156, 163-168; original edition, pp. 129-140, 203-209, 237-240, 250-259; *The Battle With the Slum*, pp. 427-429.

ON BOOKER T. WASHINGTON. *Up From Slavery*, chs. VII, IX and X; *My Larger Education*, chs. VIII and IX.

SIXTH ASSIGNMENT

The five persons we have been studying about all left their mark. David Livingstone lies in Westminster Abbey, where only men of great note are given burial. He is probably the best known missionary of modern times. Mary Slessor, a poor factory girl, has had more than one book written on her life. There are several books about Dr. Pennell. Jacob Riis was called by President Roosevelt America's leading citizen. Booker T. Washington left a great school at Tuskegee and was regarded by many as one of the most useful men of his generation.

1. Tell some of the notable things that your character accomplished.

2. Try to decide what were the things in early or later life that were most important in helping these persons to accomplish what they did. Think these things out in advance and write them down. Do not wait until Sunday to prepare your ideas.

References (to be divided among members of each class. Understand which reference you are individually responsible for before you leave).

ON DAVID LIVINGSTONE. *Livingstone the Pathfinder*, ch. XIV; *Livingstone the Hero of Africa*, chs. XIX and XX; *David Livingstone* (Finger), chs. XI and XII; *David Livingstone* (Horne), chs. IX and X; *Personal Life of David Livingstone*, ch. XXIII; *Livingstone the Master Missionary*, chs. XV and XVI.

ON MARY SLESSOR. *Mary Slessor of Calabar*, pp. 157-162, 303-304, 346, 348-350.

ON DR. PENNELL. *Among the Wild Tribes of the Afghan Frontier*, pp. 309-311; *Doctor Pennell*, pp. 37-40, 60-68, 123-128; *A Hero of the Afghan Frontier*, pp. 126-128; *Pennell of the Indian Frontier*, pp. 359-362, 397-402, 445-447.

ON JACOB RIIS. *The Making of an American*, school edition, pp. 210-215, 235-238; original edition, 325-332, 365-370; *The Battle With the Slum*, pp. 114-124, 227-236.

ON BOOKER T. WASHINGTON. *Up From Slavery*, chs. X-XII; *My Larger Education*, ch. XII.

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